ROLE DESCRIPTIONS

LEADING TEACHER:
EDUCATIONAL LEADERSHIP

TENURE: 2014 - 2018
UPDATED: AUGUST 2013
LEADING TEACHERS- EDUCATIONAL LEADERSHIP 2014-2018

Context
The school is currently in a year of review and is developing a new Strategic Plan. The self-evaluation has identified the following areas for improvement:

- Engaging all members of the school community including staff, parents and students in building a deep and shared understanding of how effective learning occurs and the use of agreed practices to collaboratively design for learning
- Extending the focus on improving learning outcomes for all students through differentiated approaches to learning, with an emphasis on incorporating student voice in all aspects of learning, including goal setting and conferencing with Student Learning Mentors
- Improvement in tracking student progress and embedding practices in the effective use of technology and instructional rubrics using online tools
- Building and refining effective two way communication between home and school that supports student wellbeing for effective learning, including regular comprehensive information updates about the learning program to parents
- Supporting teachers to develop the practices and approaches which are actively providing for student needs

Over the period of the previous Strategic Plan the foundation for effecting change and improved student learning outcomes was established through strategic planning and restructuring. Going forward the work will move into the hands of practitioners, strongly supported by professional learning and leadership, equipped with the skills, knowledge and understanding of effective teaching and learning practice.

The Leadership Team, chaired by the Principal and consisting of all Leading Teachers and Assistant Principals meet fortnightly to focus on strategic directions for the school.

The Strategic Learning Team consists of all Leading Teachers and both Assistant Principals. The team meets fortnightly and oversees working parties which undertake the development and implementation of the strategic direction of the school. Working parties will be led by Leading Teachers and consist of other Leading Teachers and may include other staff members as required. These working parties include but are not limited to the following:

- Professional Learning
- Student Support and Pathways
- Learning Portfolios and Mentors
- Teaching and Learning Team Leaders
- Australian Curriculum Implementation
- Learning Landscape Leaders

2014 Leading Teacher Structure: Ten Leading Teachers with the following areas of responsibility in addition to their Educational Leadership role:

- Sub School Leader (2)
  - Years 7-9
  - Years 10-12
- Teaching and Learning Leader (4)
  - Languages and Humanities
  - Maths and Science
  - Health PE and Sport
In addition to the role descriptions provided, candidates are advised to read and familiarise themselves with the following documents available on the school’s website: Strategic Plan 2010-2013, Vision for Learning, Learning Statement, Learning Landscape

**2014 Leading Teacher Application Process**

All Leading Teacher positions (10) are advertised as Educational Leadership Roles. Candidates are invited to provide a written application for Educational Leadership. In applying it is expected that candidates are willing to be considered for a number of Leading Teacher roles. Candidates who are shortlisted for interview will be asked to nominate 2-3 preferences for areas of specific responsibility. Following the completion of the selection process a determination will be made by the Selection Panel as to the most suitable area of responsibility for each of the candidates.

**Leading Teacher Role and Responsibilities**

As outlined in the Victorian Government Schools Agreement 2013

**Educational Leadership at Camberwell High School**

**Strategic Direction**

- Lead change proactively to ensure the implementation of key DEECD initiatives and the Camberwell High School Vision as detailed in the Learning Statement and Learning Landscape
- Demonstrate a commitment to the school’s Strategic Plan goals and priorities, and play an active role in the achievement of relevant goals
- Lead and manage the implementation of whole school improvement strategies
- Participate as active members of the Leadership Team and the Strategic Learning Team and relevant working parties

**Leading Learning**

- Lead a significant area of the school with a high degree of independence
- Model innovative teaching practice incorporating relevant technologies effectively
- Lead the school in pedagogy, curriculum and assessment
- Lead the development, implementation, delivery and evaluation of curriculum programs across the school
- Ensure that the curriculum is responsive to student needs and provides learning challenges for all
- Develop the capacity of all staff to use student data to differentiate learning, monitor growth and provide accurate assessment

**Leading the Learning Community**

- Engage with the school community, articulating the vision, ensuring the school community is fully informed about school programs including provision of comprehensive information and regular updates
- Develop the skills and knowledge of teaching staff through professional learning and leading and managing staff performance and development
• Work collaboratively with key members of the Leadership Team to ensure that induction processes are supportive and comprehensive
• Represent the school at events within and beyond the school community
• Act as a mentor to new teachers to the school and graduate teachers

**Key Selection Criteria**

1. Demonstrated high level understanding of initiatives in student learning including the Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the capacity to provide leadership in the alignment of these areas.
2. Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning.
3. Demonstrated high level ability to monitor and assess student learning data at the individual, cohort and whole school level, and to use this data to inform teaching for improved student learning.
4. Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff and contribute to the leadership and management of the school.
5. Demonstrated commitment and capacity to actively contribute to and lead whole school improvement initiatives, manage major curriculum or student activities and a commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.
**Sub School Leaders (2)**

- Years 7-9
- Years 10-12

**Responsibilities**
The Sub School Leaders work collaboratively to successfully meet the goals and targets on the Strategic Plan:

**Leading Strategic Direction**
- Actively participate as a member of the Student Support and Pathways Team to develop action plans in regard to the relevant goals of the Strategic Plan
- Lead and develop the expertise of Student Learning Leaders/House Leaders in fulfilling their role to ensure an ongoing culture of excellence exists across the Sub School
- Lead the ongoing development of independent learners through the use of student learning portfolios
- Actively promote student voice to ascertain areas for improvement in student learning to both challenge and support students
- Develop strategies to ensure effective communication is used between students, parents and all teaching and support staff to extend individual student learning and personal achievement

**Leading Student Learning**
- Oversee the enrolment, wellbeing support, learning and support programs, and transition and exiting of all students
- Manage the implementation of the school’s acceleration program

**Leading Staff**
- Build the capacity of the Student Learning Leaders/House Leaders to perform their roles
- Direct the work of the ESO support staff member to best support students, parents and staff in the Sub School

**Leading Student Wellbeing**
- Lead the staff in ensuring the full and consistent implementation of the school’s Engagement and Wellbeing Policy
- Build the capacity of the Student Learning Leaders/House Leaders to communicate with parents concerning individual student progress
- Assist with the management of students referred by House Leaders, taking responsibility for them in serious cases

**Leading Sub School Administration**
- Facilitate meetings with Student Learning Leaders/House Leaders to promote the efficient management of the Sub School
- Ensure that all school policies and practices documented in the enrolment and Sub School handbooks are implemented and regularly reviewed
- Build strong communication and represent the school with Feeder Primary and Network schools
- Liaise with regional school representatives on Sub School matters
- In conjunction with Assistant Principals and other staff, assist with the organisation of relevant school events
- Ensure the Sub School complies efficiently with all requirements regarding internal and external studies and testing arrangements
- Run parent network meetings twice a year at each year level in the Sub School and ensure and implement of the feedback
- Ensure regular and effective communication mechanisms are established across and within the school community
**Teaching and Learning Team Leaders (4)**

- Languages and Humanities
- Maths and Science
- Health PE and Sport
- Arts and Technology

**Responsibilities**

The Teaching and Learning Team Leaders work as a collaborative team to meet the goals and targets in the Strategic Plan.

**Leading Learning**

- Lead the Teaching and Learning Team in meeting specific goals, particularly relating to improving student outcomes as measured by AusVELs, VCE, VET and VCAL results and specifically in:
  - The use of student data to differentiate learning
  - The development, implementation, delivery and evaluation of curriculum programs
  - Providing learning challenges and support appropriate for all students
  - Ensuring all Teaching and Learning courses of study for all subjects are documented and up to date
  - Ensuring that all staff comply with school expectations regarding teaching and learning as articulated in the Learning Statement and Learning Landscape
- Optimise student learning outcomes through leading the allocation of teaching allotments in consultation with team members
- Contribute actively to the Strategic Learning Team and lead the implementation of decisions
- Lead and represent the Teaching and Learning Team at relevant school events

**Leading the Team**

- Lead the Teaching and Learning Team in collaboration with the Learning Landscape Leaders in developing:
  - Excellent understanding of assessment and reporting practices and programs
  - Staff skills in the use of eLearning in teaching and learning programs
  - Collaborative practice through negotiation of groupings within the Teaching and Learning Team
  - Relevant and timely support for graduate, new, and other staff in need of support in the Teaching and Learning Team
  - High performing teams which achieve agreed goals, and meet accountability measures
- Assist in managing the personal and professional wellbeing of staff members

**Managerial Leadership**

- Provide managerial leadership through setting meeting agendas and timely communication of vital developments
- Assume overall responsibility for budgets, resources and submissions for funding. This includes the preparation of annual budgets, responsibility for ordering resources and overseeing the maintenance program of facilities and equipment. Ensure subject leaders manage ordering of materials and consumables
- Provide current information for course handbooks and other relevant publications
- Direct the work of support staff to best support students, parents and staff as required
PROFESSIONAL DEVELOPMENT AND SCHOOL ORGANISATION LEADER (1)

Responsibilities:
The Professional Development and School Organisation Leader works collaboratively with the Learning Landscape Leaders to meet the goals and targets in the Strategic Plan.

Leading Professional Learning:
- In consultation with the Leadership Team, develop a whole-school strategic plan for professional learning, and lead its implementation
- In collaboration with Learning Landscape Leaders, develop and lead a professional learning action plan for the year
- Provide school-based high quality professional learning, working with teachers in teams or individually to develop their knowledge and skills
- Identify, plan and provide access to professional learning appropriate to individual needs across the school as outlined in the Staff Manual
- Lead the development of the Performance and Development Culture including the Teacher Development Plan processes
- In collaboration with the Strategic Learning Team identify curriculum, teaching and learning initiatives and develop an associated and timely professional learning program
- Oversee the student teacher program, including liaison with individuals and institutions, allocation, induction, and in school management

Leading Staff and School Organisation
- In consultation with the Leadership Team and Student Learning Team oversee the development of timetables which promote the strategic direction of the school and improved student learning outcomes
- Manage the staff planning, professional learning and timetabling processes, making a key contribution to the school’s workforce planning in consultation with the Principal Team, Consultative Committee, Teaching and Learning Team Leaders and Sub School Leaders
- Oversee the development of the annual timetable and review and adjust as necessary throughout the year
- Direct the work of the Daily Organiser (ESO) to best support students, staff and parents in planning for significant school events
- Proactively source high quality replacements for short-term, non-advertised staff vacancies in consultation with the Principal Class
- Lead the consultative process of the school particularly in regard to workforce planning and timetabling, chair the Consultative Committee, circulate the agenda, provide the minutes and implement decisions
**Learning Landscape Leaders (3)**

- Community of Learners and Collaboration
- Deep Learning and Negotiation
- Monitoring Growth and Differentiation

**Responsibilities:**
The Learning Landscape Leaders work as a collaborative team with the Professional Development and School Organisation Leader to successfully meet the goals and targets of the Strategic Plan.

**Leading Learning:**
- Understand how learning occurs and lead teachers individually and in teams in building their understanding
- Understand and articulate the goals of the Strategic Plan in regard to student learning and advocate across the school community for improvement in learning through teacher collaboration
- Implement action plans with teachers, designing professional learning and building the capacity of teachers to use school wide practices to challenge and extend all learners
- Understand the role of data in school improvement and develop plans for leading teams of teachers in interrogating assessment data and utilising it to plan for future learning

**Leading Pedagogical Practice:**
- Lead the school in differentiated learning, support individuals and teams to plan for teaching and learning, using assessment to gather qualitative and quantitative data.
- Support teachers to analyse whole school, year level, cohort and individual data to plan for student learning
- Develop and implement an effective approach to classroom observation and feedback across the school
- Support teachers in the use of technologies to support learning and actively promote effective practices which improve learning outcomes

**Leading Professional Collaboration:**
- Support teachers to reflect on student learning and problems of practice from multiple perspectives and assist teachers to use school frameworks to implement collaborative, school wide approaches
- Promote shared accountability between colleagues, building a culture of professional responsibility in teams. Support teachers to understand their roles and responsibilities in relation to whole school directions and frameworks including the Learning Landscape
- Support teachers to use online tools to document and share resources accessed across the Learning Community

**Leading Implementation of the Learning Landscape:**
Each of the (3) Learning Landscape Leaders has responsibility for the implementation of two elements of the learning landscape:

**Learning Landscape Leader: Community of Learners and Collaboration:**
- Lead the development and implementation of school wide protocols for teachers and students to collaborate and reflect on learning
- Communicate the school’s vision for learning through documentation and presentations to staff, students and parents
- Lead professional learning in the use of technology as a learning tool
- Develop the school’s curriculum resources and ensure that review and refinement regularly occurs in line with the school wide approaches to teaching and learning
Learning Landscape Leader: Deep learning and Negotiation:

- Develop a school wide, documented model for negotiation of learning and deep learning, ensuring that all teachers provide opportunities for students to determine learning outcomes which extend and challenge their learning
- Provide professional learning for teachers in regard to negotiating learning and deep learning as a pedagogical practice
- Oversee the Netbook program, including annual selection of hardware and management of netbooks and promote the use of netbooks as a learning tool across the school

Learning Landscape Leader: Differentiation and Monitoring Growth:

- Lead the implementation of school wide approaches to ensure that learning is differentiated, catering for individuals’ needs to maximise learning growth
- Lead teachers in teams and individually in the use of multiple forms of student data to design learning experiences at multiple levels
- Lead the further development and implementation of Learning Portfolios
- Lead school-wide, documented practices to assist students in reflecting upon their learning, setting and reviewing goals in Learning Portfolios and building understanding in the wider school community of the purpose and function of mentors and portfolios
- Lead Assessment and Reporting across the school, managing the work of the Report Coordinator and ensuring timelines are prepared, monitored and met
- Develop, document and implement a continuous assessment and reporting process across the school.